Poli 330: Minority Politics
Professor Marschall

Spring 2017
TU/TH: 1:00-2:15
SEW 307
Office Hrs: Mon. 1-3 (Hrz 102)
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Course Description

This course is an introduction to minority politics in the United States. In this course students will examine the history, status, position, and participation of minorities in the U.S. and the ways in which the American political systems has both disadvantaged minority groups across space and time, and contributed to their political incorporation into American society. Some of topics and themes covered in the course include: identity politics, discrimination, group consciousness, political mobilization and participation, structural barriers to inclusion, theories of minority incorporation, descriptive and substantive representation, white backlash, populism, and nationalism. While the course will focus on racial and ethnic minorities, it will also devote considerable attention to other types of minorities: Muslims, LGBTQ, immigrants, refugees, indigenous and tribal peoples.

Teaching and learning in this course will consist of lectures, discussions, student presentations, group work, independent research, experiential learning, careful reading all assigned materials, daily review of relevant news stories and legislative/policy developments at the local, state and federal levels of government. Although political science is the main approach used in this class, readings and topics are selected from different social science disciplines as well as from legal studies to reflect the depth and breadth of scholarship on minorities and US politics and government.

Course Objectives and Learning Outcomes

The primary goal of this course is to develop in each student a greater awareness of, and ability to think critically about, issues of identity, participation, representation, and advocacy in American politics. We will work on developing this awareness from the perspective of both minorities and those who hold power—whether they represent the majority or not. More specifically, by taking this course students will:

(1) develop an understanding of historical and contemporary issues and controversies in minorities politics,

(2) be able to apply social science theories to explain political processes and outcomes as they relate to specific minority groups, and minorities as a whole,
(3) be able to describe and explain how and why minority politics differs from American politics more generally, and how processes of minority incorporation and integration work in American politics.
(4) gain experience and understanding of how the legislative process works and how individual citizens and groups can influence the policymaking process and political outcomes.

In our survey of minority politics in America we will focus on three primary learning outcomes—research, communication, and advocacy. Specifically, assignments will be designed to help students:

- develop research skills (collecting, analyzing, reporting, and interpreting descriptive data; conducting legislative research, bill tracking, interviewing, field work)
- improve communication skills (written, oral and graphic communication, presentation strategies and methods)
- engage in effective advocacy (presenting issue briefs and a specific "ask" to elected officials, writing letters or OpEds, testifying for a legislative committee).

Course Requirements[1] and Grades

This course will cover a number of topics that some may find difficult to talk about. For this reason, this course requires that all students respect and listen to each other and prioritize empathy. Students must be willing to engage in self reflection and self discipline in order to create a classroom climate where there is trust, where students feel safe expressing themselves, and where we are not afraid to make mistakes. Open and honest discussion and oral communication are critical to the learning outcomes of this course.

I view this course as a learning community and hope that each student will be actively engaged. A necessary but not sufficient condition for this is regular classroom attendance. Absences mean missed opportunities to both learn from your fellow classmates and share your unique insights and perspectives with them. Students will also be presenting material and research in class individually and with their groups at various points in the semester, so attendance at these classes will be mandatory. Obviously, to participate meaningfully in this learning community it essential for students to not simply do the readings before class, but to also reflect on and engage them by applying them to specific issues, groups, and experiences.

Because this course seeks to cover a lot of ground, students will identify a specific minority at the beginning of the semester and work in groups with other students who share similar interests. The groups will be responsible for conducting more in-depth research on the group and presenting this research in class. Specifically, groups will conduct historical research on the

[1] Students who have any conditions or challenges that may make it difficult for them to meet the requirements of this course should contact Disability Support Services to discuss their needs and begin the registration process. Disability related requests for accommodations and services are evaluated individually, based on documentation and completion of the registration process. For more information see: https://dss.rice.edu/

[2] Readings and possibly even topics are subject to change, but with advance notice. By intention, this

minority or minorities of interest, collect data on the group's descriptive representation (historically and contemporaneously), review relevant literature on the political incorporation of this minority group, and apply theories and other course topics to the group's experiences in America.

Grades for this course will be determined as follows:

Class participation & presentations:	15%
Midterm:	20%
Case Study Paper:	10%
Representation Paper:	10%
Issue Brief Paper + Advocacy:	25%
Final Exam:	20%

Papers

We will be actively involved in written and oral communication throughout the semester. Students will write three papers. The first two will focus on the student's minority group of interest, building on and synthesizing the research and work done within the group. The third paper will be an issue brief. This will focus on a current issue (most likely in connection to the minority group of interest, though the issue could span multiple groups). While papers 1 and 2 are to be written independently, the issue brief may be done in a group. In addition to writing the issue brief, students will present it to a policymaker and make a specific "ask" or select another method of advocacy to communicate the issue and the proposed solution to policymakers. We will spend time in class learning how to write an effective issue brief, how to get access to relevant policymakers, what to say and do when meeting with the target policymaker, and how to engage in other forms of advocacy. More details about each of the papers and the advocacy component of paper 3 will be posted on Owlspace. Deadlines are included in the course schedule section of the syllabus and on the Owlspace calendar.

Exams

There will two exams in this class. The midterm is scheduled for March 2. It will involve multiple choice and short answer questions. The final exam will be held on our assigned date and time (TBA). It will feature short answer questions and at least one essay. Students can take the final exam on-line, and will not need to be on campus.

Students are encouraged to keep track of their progress in this course and consult with me when they have questions or concerns. Please note that any query about grades should be done in person either during my office hours or by appointment—I will not discuss grades via email or telephone. The grading scale in operation for this course is provided below.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
100-98%	97-94%	93-90%	89-88%	87-82%	81-80%	79-78%	77-72%	71-70%	69-68%	67-62%	61-60%

Course Resources and Policies

Owlspace will be used regularly in the class for posting assignments, readings, and announcements. Please make sure to check all communications from me from Owlspace. Students will submit assignments to Owlspace as well, and this is the primary channel through which I will provide feedback.

Laptop use will only be permitted in class when we have in-class work. I will let you know in advance when we will be using them. Otherwise, you should not have laptops out during class time. It hopefully goes without saying, but just in case….cell phones should always be silenced and out of sight during class.

Rice University Honor code is in effect for all work done in this course. For more details, see http://honor.rice.edu/honor-system-handbook/. This means that all written and oral work for this course must be your own. Since students in this course will be doing research for number of assignments that involve summarizing and/or characterizing arguments of others proper citation and attribution is imperative. Please consult with existing resources on proper citation, plagiarism, etc.:http://honor.rice.edu/files/2010/11/Acknowledgement-of-Sources-1dhouw1.pdf. If you still have questions, come and see me. Plagiarism is not tolerated in this course, and any work that has been plagiarized will receive an F grade.

Course Schedule, Topics and Readings[2]

1/10: ***Introduction and Course Overview***

Examples of Current Events/Legislation related to topics/themes of this course

- North Carolina House Bill 2 (Rescinded all local LGBT-inclusive nondiscrimination policies throughout the state-passed in March 2016 with 83-24 vote). http://ncleg.net/Sessions/2015E2/Bills/House/PDF/H2v1.pdf
- TX State Senate Bill 92 (Proposes ban on local anti-discrimination ordinances- Pre-filed for 2017 session). http://www.12newsnow.com/news/local/texas-senate-bill-proposal-asks-to-take-away-local-anti-discrimination-ordinances/353002486
- California Assembly Bill 1887 (Bans state-funded and state-sponsored travel to North Carolina, Mississippi, Tennessee, and Kansas; passed 9/2016, went into effect 1/1/2017). https://oag.ca.gov/ab1887, http://www.advocate.com/politics/2017/1/07/california-bans-travel-4-states-anti-lgbt-laws
- Congressional Resolution condemning violence against Muslims in America (introduced 12/2015). https://www.congress.gov/bill/114th-congress/house-resolution/569/all-info
- GA House Bill 3 (would ban head coverings, withdrawn 11/2016). https://www.washingtonpost.com/news/acts-of-faith/wp/2016/11/18/after-outcry-georgia-lawmaker-abandons-bill-that-would-have-banned-muslims-from-wearing-veils/?utm_term=.d86141cd5781
- United States Sen. John Hoeven (R-ND) named new Chair of the U.S. Senate Committee on Indian Affairs (1/9/2017). https://mic.com/articles/164608/senate-john-hoeven-indian-affairs-committee#.KCd6jsCsp

1/12: ***Minority and American?—How and why do ideas about what it means to be American matter for the study of minority politics?***

- Schildkraut, Deborah J. 2014. "Boundaries of American Identity: Evolving Understandings of "Us"." *Annual Review of Political Science* 17: 441-60.
- Will I know anyone at this party? Act 1: Party in the USA. 2016. *This American Life* (Oct 28) https://www.thisamericanlife.org/radio-archives/episode/600/will-i-know-anyone-at-this-party?act=1#play

1/17-1/19: ***Who is a minority and what does it mean to be a minority?***

- Aguirre, Adalberto Jr. and Jonathan H. Turner. Chpt 1 Ethnicity and Ethnic Relations, pps 1-5.
- Wilkins, David E. 2002. *American Indian Politics and the American Political System*. New York: Rowman & Littlefield. Chpt. 2, "Indian Peoples are Nations, Not Minorities" (pp 41-62).

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[2] Readings and possibly even topics are subject to change, but with advance notice. By intention, this schedule is meant to adapt to our interests and needs. In addition, dates associated with the topics are suggestive. I will announce readings for subsequent classes ahead of time in class and via Owlspace and will also update this schedule periodically. Note: students who rely on only this syllabus and do not attend class regularly may be under-prepared for class discussion and exams.

- Cohn, D'Vera and Andrea Caumont. 2016. "10 demographic trends that are shaping the U.S. and the world." Pew Research Center. http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/
- Population Distribution by Race/Ethnicity. 2015. http://kff.org/other/state-indicator/distribution-by-raceethnicity/?currentTimeframe=0
- Gates, Gary J. and Frank Newport. 2012. *Special Report: 3.4% of U.S. Adults Identify as LGBT*. Gallup. http://www.gallup.com/poll/158066/special-report-adults-identify-lgbt.aspx
- Saito, Natsu Taylor. 1997. "Model Minority, Yellow Peril: Functions of Foreignness in the Construction of Asian American Legal Identity." *Asian American Law Journal* 4: 71.
- Brewer, Marilynn B. 1999. "The psychology of prejudice: Ingroup love and outgroup hate?" *Journal of social issues* 55 (3): 429-444.
- Dovidio, John F., Samuel L. Gaertner, and Kerry Kawakami. 2003. "Intergroup contact: The past, present, and the future." *Group Processes & Intergroup Relations* 6 (1): 5-21.

Submit minority group preferences on 1/17.

1/24: Identity Formation, Group Consciousness, Linked Fate, and Group Rights

- McClain, Paula D. Jessica D. Johnson Carew, Eugene Walton, Jr., and Candis S.Watts. 2009. " Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics? *Annual Review of Political Science* 12:471-85.
- Clinton, Robert N. 1990. "The Rights of Indigenous Peoples as Collective Group Rights." *Arizona Law Review* 32 (1990): 739.

1/26-1/31: Background on the status and position of minority groups in U.S. politics and society

In class group presentations on specific minorities

Suggested readings:

- Chang, Gordon H. Asian Americans and Politics: Some Perspectives from History, Chpt 1 in *Asian Americans and Politics: Perspectives, Experiences, Prospects*, ed G. Chang. Stanford: Stanford University Press.
- Fong, Timothy P. *The Contemporary Asian American Experience: Beyond the Model Minority.* Upper Saddle River, NJ: Pearson. Chpt 8: "The Final Frontier: Asian American Political Empowerment"
- Calavita, Kitty. 2007. "Immigration Law, Race, and Identity." Annual Review of Law and Social Science 3: 1-20.
- Wilkins, David E. 2002. American Indian Politics and the American Political System. New York: Rowman & Littlefield.
- Fairbanks, Robert A. "Native American Sovereignty and Treaty Rights: Are They Historical Illusions?" *American Indian Law Review* 20.1 (1995): 141-149.
- Chpts from Aguirre & Turner
- Junn J, Masuoka N. 2008. "Asian American identity: shared racial status and political context." *Perspectives on Politics* 6:729–40

2/2: Issue Brief/Advocacy Workshop

Legal, Structural and Attitudinal Factors + Contemporary Issues and Policy

2/7: The Voting Rights Act & Voter ID Laws

- The National Commission on the Voting Rights Act. 2006. *Protecting Minority Voters: The Voting Rights Act at Work, 1982-2005*. Washington, DC: Lawyers' Committee for Civil Rights Under Law.
- Shelby County v. Holder. 2013. http://www.nytimes.com/interactive/2013/06/25/us/annotated-supreme-court-decision-on-voting-rights-act.html?_r=0

Supplemental Readings

- Lublin, David. 1997. *The Paradox of Representation*. Princeton: Princeton University Press. Introduction (pp. 3-13).
- Tucker, James Thomas. "Enfranchising Language Minority Citizens: The Bilingual Election Provisions of the Voting Rights Act." *NYUJ Legislation & Public Policy* 10 (2006): 195-259

****Submit (Case Study) Paper 1***

****No class on 2/9—Spring Recess***

2/14: Marriage Equality, LGBTQ Rights & "Bathroom Ordinances"

- The Defense of Marriage Act—H. R. 3396 (1996). https://www.gpo.gov/fdsys/pkg/BILLS-104hr3396enr/pdf/BILLS-104hr3396enr.pdf?utm_source=slstories&utm_medium=wysiwyg3col&utm_content=link-defense-of-marriage-act&utm_campaign=portal-future
- Keck, Thomas M. 2009. "Beyond backlash: Assessing the impact of judicial decisions on LGBT rights." *Law & Society Review* 4 (1): 151-186.
- Obergefell v. Hodges (2015). https://www.oyez.org/cases/2014/14-556

2/16: Treaties, Native American Lands, and Standing Rock

- Meyer, Robinson. 2016. "The Historic Victory at Standing Rock: What it means, what the law says, and what comes next." *The Atlantic*. Dec 5 https://www.theatlantic.com/science/archive/2016/12/the-historic-victory-at-standing-rock/509558/
- Wiessner, Siegfried. "American Indian treaties and modern international law." *Thomas L. Rev.* 7 (1994): 567.

2/21-23: Immigrants, NonCitizens, Refugees & DACA/DAPA

- Kini, Tara. 2005. "Sharing the vote: noncitizen voting rights in local school board elections." *California law review* 93 (1): 271-321.
- Massey, Douglas S., and Karen A. Pren. 2012. "Unintended consequences of U.S. immigration policy: explaining the post-1965 surge from Latin America." *Population and Development Review* 38 (1): 1-29.
- Fredriksson, John. 1999. "Bridging the Gap Between Rights and Responsibilities: Policy Changes Affecting Refugees and Immigrants in the United States Since 1996." *Georgetown Immigration Law Journal* 14: 757.

- Park, Haeyoun and Alicia Parlapiano. 2016. "Supreme Court's Decision on Immigration Case Affects Millions of Unauthorized Immigrants." *New York Times*, June 26. : http://www.nytimes.com/interactive/2016/06/22/us/who-is-affected-by-supreme-court-decision-on-immigration.html
- Understanding the Legal Challenges to Executive Action. https://www.americanimmigrationcouncil.org/research/legal-challenges-executive-action-on-immigration

Submit Issue Brief topic/outline

2/28: Catch up/Midterm review

3/2: Midterm Exam

3/7-9: Theories of minority politics and minority political behavior

- Polletta, Francesca and James M. Jasper. 2001. "Collective Identity And Social Movements." *Annual Review of Sociology*. 27:283–305.
- Browning, R., Marshall, D., & Tabb, D. (1986). Protest Is Not Enough: A Theory of Political Incorporation. *PS, 19*(3), 576-581.
- Hero, Rodney. 1992. *Latinos and the U. S. Political System: Two Tiered Pluralism*. Temple University Press "Theoretical Perspectives and Latino Politics," Chapter 2 and "Latinos and the Political System: Two-Tiered Pluralism," Chpt 11
- Jamal, Amaney. 2005. "The Political Participation and Engagement of Muslim Americans: Mosque involvement and group consciousness." *American Politics Research* 33 (4): 521-544.

**Groups will be presenting on political participation for their group + applying theories, summarizing literature on the determinants and forms of political/civic engagement.*

3/14-3/16: No Class-Spring Break

3/21-23: Issue Brief/Advocacy Work—legislative research

3/28: Theories of minority politics and minority political behavior

- Leighley, J. E., & Vedlitz, A. (1999). "Race, ethnicity, and political participation: Competing models and contrasting explanations." *Journal of Politics* 61: 1092-1114.
- Wong, Janelle S., Pei-Te Lien and M.Margaret Conway. "Activity and Diversity: Asian American Participation," Chpt 4 in *New Race Politics in America*, ed by J. Junn and K. Haynie. Cambridge: Cambridge university press.

Submit rough draft of Issue Brief-including confirmed appointment with policymaker

Representation, Advocacy and Influence

3/30-4/4: Descriptive Representation*

- Lublin, David. 1997. The Paradox of Representation. Princeton: Princeton University Press. Part 1: Black and Latino Descriptive Representation (pp. 17-54).

- Marschall, Melissa J., Anirudh V. S. Ruhil, and Paru R. Shah. 2010. "The New Racial Calculus: Electoral Institutions and Black Representation in Local Legislatures." *American Journal of Political Science* 54(1): 107–24.
- Shah, Paru R., Melissa J. Marschall, and Anirudh VS Ruhil. "Are We There Yet? The Voting Rights Act and Black Representation on City Councils, 1981–2006." *The Journal of Politics* 75.04 (2013): 993-1008.
- Marschall, Melissa J., and Amanda Rutherford. "Voting Rights for Whom? Examining the Effects of the Voting Rights Act on Latino Political Incorporation." *American Journal of Political Science* (2015).
- Marschall, Melissa J., and Anirudh VS Ruhil. "The pomp of power: Black mayoralties in urban America." *Social Science Quarterly* 87.4 (2006): 828-850.

Prof. Marschall will present findings from her research; students will present summaries of literature and research on descriptive representation for their groups.

4/11-13: Substantive Representation ***(sample readings—students will select and present one)***

- Mansbridge, Jane. 1999. "Should Women Represent Women and Blacks Represent Blacks? A Contingent 'Yes'"
- Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino?"
- Marschall, Melissa J., and Anirudh VS Ruhil. "Substantive symbols: The attitudinal dimension of black political incorporation in local government." *American Journal of Political Science* 51.1 (2007): 17-33.
- Rocca MS, Sanchez GR. 2008. "The effect of race and ethnicity on bill sponsorship and cosponsorship in Congress." *American Politics Research* 36 (1): 130-52.
- Wilkins, VM, Williams BN. 2008. "Black or blue: Racial profiling and representative bureaucracy." Public Administration Review 68 (4): 654-664
- Marrow, Helen B. 2009. Immigrant bureaucratic incorporation: The dual roles of professional missions and government policies. American Sociological Review 74 (Oct): 756–776.
- Meier, Kenneth J., and Robert E. England. 1984. Black representation and educational policy: Are they related? *The American Political Science Review* 78 (2): 392–403
- Epstein, D, O'Halloran, S. 1999. "Measuring the electoral and policy impact of majority-minority voting districts," *American Journal Of Political Science* 43(2): 367-395
- Haider-Markel, Donald P., and Kenneth J. Meier. "The politics of gay and lesbian rights: Expanding the scope of the conflict." *The Journal of Politics* 58.02 (1996): 332-349.

Submit (Representation) Paper 2

4/18: Backlash, New Populism, White Nationalism, and Minority Rights

- Cain, Bruce. 1994. "Voting Rights and Democratic Theory," (pp261-77) in *Controversies in Minority Voting*, eds B. Grofman and C. Davidson. Washington, DC: Brookings Institution.
- Swain, Carol M. 2002. *The new white nationalism in America: Its challenge to integration*. Cambridge University Press. Chpts 1-3

4/20: Class Wrap Up + Issue Brief Work

5/3: Issue Brief + Advocacy write up due

TBA: Final Exam